

EXECUTIVE SUMMARY

Title: Program Approval Recommendations from the State Evaluation Committee on Teacher Education

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # QP-B-003
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Kathy Sullivan (Senior Policy Analyst)

Description:

The State Evaluation Committee (SEC) on Teacher Education is charged with reviewing reports of on-site program approval visits and recommending program approval actions to the State Board of Education. Program approval recommendations for Barton College, Guilford College, High Point University, UNC-Greensboro, and Warren Wilson College were presented for discussion last month and are presented for action this month.

Resources:

Approval does not involve resources.

Input Process:

Members of the State Evaluation Committee considered reports by the institution, reports by on-site reviewers, and discussions with institutional representatives at the SEC meeting.

Stakeholders:

Teacher Education Programs

Timeline For Action:

The recommendations were presented for discussion last month and are presented for approval this month.

Recommendations:

It is requested that the program approval recommendations of the State Evaluation Committee on Teacher Education be approved as presented.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3355

State Evaluation Committee on Teacher Education

Summary of Program Approval Recommendations

Institution	Type of Review	Program(s) Reviewed	Recommendation(s)
Barton College	Initial Review	Special Education: General Curriculum (U)	Full Approval to coincide with the institution's program approval cycle.
Guilford College	Follow-Up Review	All programs	Full Approval through 2010-2011
High Point University	Initial Review	School Administration (Graduate)	Full Approval to coincide with the institution's program approval cycle.
UNC-Greensboro	Continuing	All programs	<p>Full Approval for all programs through 2013-14 EXCEPT: Full Approval with Stipulations for the programs in Physical Education, Second Language, Media Coordinator, and Social Studies. Stipulation: Documentation to address concern(s) cited by the team is to be submitted by June 2008.</p> <p>Provisional Approval through 2008-09 for the program in Auditory-Oral/Birth-Kindergarten. Documentation to address the concern related to B-12 clinical experiences is to be submitted to the State Evaluation Committee.</p>
Warren Wilson College	Continuing	All programs	Provisional Approval through 2008-09 with a revisit to occur not later than Spring 2009 to verify that concerns identified by the on-site team have been adequately addressed.

Barton College

In Fall 2004 Barton College was granted temporary authorization to offer an undergraduate teacher education program in Special Education: General Curriculum. An on-site review of the program was conducted in Fall 2006.

Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

Full Approval for the Special Education: General Curriculum program to coincide with the institution's program approval cycle.

Guilford College

In June 2005 the State Board of Education granted Provisional Approval to the teacher education programs at Guilford College with the requirement that a focused revisit to occur in the Spring 2006 Semester to verify that concerns identified by the on-site team had been adequately addressed. A technical assistance visit was conducted in fall 2005. Prior to the scheduled focused visit in April 2006, the institution discontinued the Second Language Programs in French and Spanish.

Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

Full Approval for the programs reviewed through 2010-2011.

High Point University

In 2004 High Point University was granted temporary authorization to offer a master's level program in School Administration. An on-site review of the program was conducted in Fall 2006.

Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

Full Approval for the School Administration program to coincide with the institution's program approval cycle.

UNIVERSITY OF NORTH CAROLINA-GREENSBORO

I. Previous Actions

The State Board of Education initially approved programs for the preparation of teachers and other educational support personnel at the University of North Carolina-Greensboro on June 3, 1965. Within two years, additional programs were developed and on June 1, 1967, the State Board of Education granted approval to these programs to coincide with the approval previously granted through 1970. All programs were again approved in 1971. In 1976, all programs were approved except the Curriculum and Instruction (Supervision) program and the School Psychology program, which were granted a three-year provisional approval. The Curriculum and Instruction program was visited in 1979 and granted approval to coincide with the previous approval granted to Teacher Education in 1976. The School Psychology program was visited in 1979 and granted continuous provisional approval; this program has since been terminated. A program in Dance Education was introduced in 1978 and one-year approval was granted. In 1980, the programs in Dance and in Gifted and Talented Education were reviewed and approval was granted through 1980-1981. Full approval of all programs was again granted in 1981-82 to extend through 1986-87. At the request of the University, the on-site review cycle was accelerated by one year to coincide with its NCATE visit. On August 8, 1985, the State Board of Education granted full approval of all programs through 1991-92. In July 1992, the State Board of Education granted full approval for five years, 1992-93 through 1996-1997, for all undergraduate and graduate programs with the stipulation that a follow-up visit occur by June 30, 1993 to document NOT MET citations in the Institutional Report had been addressed. The follow-up verification visit occurred in spring 1993. In November 1993 Temporary Authorization was granted for Second Language Studies – Classical Latin (9-12) at the Master’s level. Temporary Authorization was granted for Birth-Kindergarten at the undergraduate level in April 1994, and in November of that year, Temporary Authorization was granted for a program in Instructional Technology Specialists-Computers. In February 1995, Temporary Authorization was granted for English as a Second Language add-on program. Based on an on-site review in November 1996 and subsequent follow-up, the State Board approved all programs reviewed through 2001-2002. In 1999-2000, all master’s programs were revised to comply with the Excellent Schools Act. In August 2001, Temporary Authorization was granted to the undergraduate programs in Learning Disabilities and Behavioral/Emotional Disabilities. Following an on-site review in October 2001, the State Board of Education granted full approval to all programs reviewed through 2006-2007. At the time of the Fall 2006 visit, the institution decided to discontinue the program leading to licensure in German.

II. Programs Offered

	Add-On	Level(s)			
		A	M	S	D
Birth-Kindergarten Education		X	X		
Auditory-Oral Birth-Kindergarten		X			
Elementary Education		X	X		
Middle Grades Education					
Language Arts		X	X		
Mathematics		X	X		
Science		X	X		
Social Studies		X	X		
English Education (9-12)		X	X		
Mathematics Education (9-12)		X	X		
Comprehensive Science Education (9-12)			X		
Biology		X			
Chemistry		X	X		
Physics		X			
Comprehensive Social Studies Education (9-12)		X	X		
Reading Education	X		X		
Art Education		X			
Dance Education		X	X		

	Add-On	Level(s)		S	D
		A	M		
Music Education		X	X		X
Theatre Arts Education		X	X		
Physical Education		X			
Second Languages Education					
Classical Latin		X	X		
French		X	X		
Spanish		X	X		
English-As-A-Second Language Education	X		X		
Exceptional Children Education					
Behaviorally-Emotionally Disabled			X		
Specific Learning Disabilities			X		
General Curriculum		X			
Hearing Impaired		X			
School Administration			X	X	X
School Counselor			X	X	X
School Social Worker		X	X		
Speech-Language Pathology			X	X	
Media Coordinator			X		
Media Supervisor			X		
Instructional Technology Specialist – Computers			X		

III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted to and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only	Graduate
Birth-Kindergarten Education	36	23	16
Auditory-Oral Birth-Kindergarten	36		
Elementary Education	242		41
Middle Grades Education	21	25	85
English Education (9-12)	44	21	25
Mathematics Education (9-12)	7	8	1
Comprehensive Science Education			15
Biology	5	11	
Chemistry	1	3	0
Physics	0	2	0
Comprehensive Social Studies Education	33	12	21
Reading Education		5	84
Art Education	64	18	
Dance Education	10		5
Music Education	169	3	70
Theatre Arts Education	67		14
Physical Education	11	7	
Classical Latin, Spanish and French	22	26	12
English-as-a-Second Language		36	24
EC General Curriculum	41	108	
EC Behaviorally-Emotionally Disabled			7
EC Specific Learning Disabilities			20
Hearing Impaired Education	9	2	
School Administration			181
School Counselor			33

Program Area	Undergraduate	Licensure-Only	Graduate
School Social Worker	8		3
Speech-Language Pathology			60
IT Specialist – Computers			3
Media Coordinator			103
Media Supervisor			0
Total	826	310	823

IV. Praxis Performance of Program Completers

For the specialty areas which had sufficient numbers of test takers to report, the institution exceeded the required pass rate of 70% in all licensure areas for all years, except music, as noted below.

Area	Year	# Taking exam	Pass Rate
Music (K-12)	2000-2001	4	50%

V. Performance of Program Completers in the Initial Licensure Program

The University of North Carolina at Greensboro has met the requirement for the 95% conversion rate in the Initial Licensure Program.

VI. Methods Faculty Licensure

The institution identified 46 faculty who teach methods courses and/or supervise student teachers. Of these, 41 are licensed, 4 have licensure applications pending, and 1 is not licensed and does not have a licensure application pending.

VII. NCATE Accreditation Action

NCATE has granted Continuing Accreditation to the University of North Carolina-Greensboro.

VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

Full Approval for all programs reviewed through 2013-14 EXCEPT:

Full Approval with Stipulations for the programs in Physical Education, Second Language, Media Coordinator, and Social Studies. Stipulation: Documentation to address concern(s) cited by the team is to be submitted by June 2008.

Provisional Approval through 2008-09 for the program in Auditory-Oral/Birth-Kindergarten. Documentation to address the concern related to B-12 clinical experiences is to be submitted to the State Evaluation Committee.

Warren Wilson College

I. Previous Actions

Warren Wilson College was granted initial approval for teacher education at the undergraduate level by the State Board of Education in 1973. Full approval of its programs was granted again in 1978. In 1983, full approval was granted to all undergraduate programs with a one-year provisional approval for the Mathematics Education program. In 1985, the State Board granted full approval for the Mathematics Education program to coincide with other approval actions through 1986-1987. In 1988, all undergraduate programs were placed on provisional approval for two years. Following a revisit in September 1989, full approval was restored to all programs to coincide with a 1987-1988 through 1992-1993 approval cycle. At that time the music education program was discontinued by the institution. A program in history education (9-12) was added in February 1991. In 1992, a concurrent DPI/NCATE visit was conducted. As a result of this visit the State Board of Education granted Full Approval with the stipulation that a revisit occur by June 30, 1994 to verify compliance with all standards not met in the middle grades and mathematics education programs. A revisit occurred in November 1994 and resulted in the discontinuation of the middle grades program. In 1995 the State Board of Education granted full approval for the secondary Mathematics program to coincide with the current approval cycle (1993-94 through 1997-98). During the spring of 1998, the institution requested and was granted a one-semester extension with the visit to occur in fall 1998. The Chemistry program was discontinued during the 1998-99 academic year. As a result of the concurrent visit, NCATE granted continuing accreditation with probation with the requirement that an accreditation visit for all undergraduate programs take place no later than the spring of 2001. Likewise, in August 1999 the State Board of Education granted Provisional Approval to all undergraduate teacher education programs through 2001 with the mandate that the program undergo a revisit. Full Approval of the teacher education programs was subsequently granted by the State Board of Education in 2001 to extend through 2005-2006. Just prior to the State Board ruling in 2001, the institution underwent an on-site continuing accreditation visit by NCATE in October 2000, and was granted continuing accreditation through 2005-2006 also. In spring 2004, the institution requested and was granted a one year extension, with the visit to occur in fall 2006. In July, 2006 the institution discontinued the biology education program.

II. Programs Offered

Area	Levels		
	Add-On	A	M
Elementary		X	
English (9-12)		X	
Mathematics (9-12)		X	
Social Studies (9-12)		X	
History (9-12)		X	

III. Candidates for Professional Licensure

The numbers reflect the candidates formally admitted to and enrolled in programs leading to licensure at the time of the visit.

Program Area	Undergraduate	Licensure-Only
Elementary	6	2
English (9-12)	1	0
Mathematics (9-12)	0	0
Social Studies (9-12)	1	0
History (9-12)	0	0
TOTAL	8	2

IV. Praxis Performance of Program Completers

For the specialty areas with sufficient numbers of test takers to report, the institution has exceeded the required 70% pass rate in all areas since the last visit.

V. Performance of Program Completers in the Initial Licensure Program

Warren Wilson College has maintained at least a 95% conversion rate in the Initial Licensure Program.

VI. Methods Faculty Licensure

The institution has identified 3 methods faculty. All hold current North Carolina licenses.

VII. NCATE Accreditation Action

NCATE has granted Continuing Accreditation with Conditions to Warren Wilson College. The institution is required to host a focused visit not later than Spring 2009.

VIII. Recommendation of the State Evaluation Committee on Teacher Education

Based on the report of the on-site review team, review of additional materials submitted by the institution, and discussion with the institutional representatives, the Committee recommends:

Provisional Approval through 2008-09 with a revisit to occur not later than Spring 2009 to verify that concerns identified by the on-site team have been adequately addressed.

EXECUTIVE SUMMARY

Title: Job Descriptions for Occupational Therapist, Physical Therapist and Speech-Language Pathologist

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # QP-C-009
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Mary N. Watson (Director, Exceptional Children Division)

Description:

Occupational therapists, physical therapists and speech-language pathologists all perform vital roles in the education of children in North Carolina Public Schools. These professionals serve students who have, or are suspected of having, disabilities in a variety of areas and also serve these students' teachers, schools and families to promote improved educational outcomes. The job descriptions for these professionals have been updated with input from a variety of stakeholders to be reflective of the current nature of work and the requisite knowledge, skills, training and licensure necessary for these positions in North Carolina Public Schools.

Resources:

No additional resources are requested.

Input Process:

The job descriptions were written by NCDPI staff within the Exceptional Children Division, with input from university program faculty, related service personnel in local educational agencies (LEAs) and professional organization representatives.

Stakeholders:

LEAs, university programs, current and prospective related service personnel in North Carolina Public Schools

Timeline For Action:

This item was presented for discussion at the June meeting and is presented for action at the July meeting.

Recommendations:

It is recommended that the State Board of Education adopt the job descriptions as listed.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Tish Bynum

POSITION: Occupational Therapist

SALARY GRADE: 7678

NATURE OF WORK

~~An employee in this class participates in the development, implementation and coordination of an occupational therapy program to provide screening, evaluation and treatment of exceptional students. The employee must select, from a wide range of activities, the program activity appropriate for each student. Problems that arise in the treatment program are expected to be resolved independently. Errors in the treatment could cause serious harm to students and potential liability to the school system. The employee receives general direction from the Director of Exceptional Children. Direct supervision may be exercised over support personnel.~~
An occupational therapist leads the process in development, implementation, and coordination of the occupational therapy program. Screening, evaluation, educational program and transition planning, therapeutic intervention, and exit planning is provided for students identified with or suspected of having disabilities that interfere with their ability to perform daily life activities or participate in necessary or desired occupations. Professional judgment and clinical knowledge are used to develop individualized programming based on occupational performance deficits in the areas of personal care, student role, interaction skills, process skills, play, community integration/work, and graphic communication. An occupational therapist regularly collaborates with other disciplines and services at departmental and system levels. An occupational therapist is expected to independently review outcomes and modify intervention programs. Clinical reasoning and professional judgment are essential to ensuring the safety of students and protecting liability of the school system and the therapist. Errors may result in serious harm to students. Direct supervision may be exercised over support personnel, such as occupational therapy assistants and clerical staff.

ILLUSTRATIVE EXAMPLES OF WORK

- ~~• Evaluates students' abilities through a variety of functional and behavioral assessments and collection of information.~~
- ~~• Provides direct therapy through various activities to develop and maintain living skills.~~
- ~~• Participates in the multi-disciplinary meetings to develop Individual Education Plans.~~
- ~~• Designs and constructs or modifies special equipment to meet individual needs.~~
- ~~• Instructs and monitors educational personnel, community agencies and parents in the program to increase strength and dexterity of exceptional students.~~
- ~~• Coordinates the development and evaluation of a school-wide occupational therapy program.~~
- ~~• Projects budget needs, prepares and maintains budget.~~
- ~~• Documents needs for equipment and materials.~~
- ~~• Maintains clinical and administrative records in accordance with State guidelines and school policy.~~

Identification, Evaluation, and Planning

- Collaborates with other disciplines to ensure team understanding of student occupational performance strengths and needs, through evaluation, educational program planning, and service delivery.
- Evaluates the student's ability and formulates the student's occupational profile through a variety of functional, behavioral, and standardized assessments, skilled observation, checklists, histories, and interviews.
- Synthesizes evaluation results into a comprehensive written report which reflects strengths and barriers to student participation in the educational environment; directs program development; and guides evidence-based intervention.
- Develops occupationally based intervention plans based on student needs and evaluation results.
- Participates in multidisciplinary meetings to review evaluation results, integrate findings with other disciplines, offer recommendations, and develop individual education plans and intervention plans to achieve Individualized Education Program (IEP) goals.

Service Delivery

- Provides targeted, evidence-based therapeutic intervention to facilitate student participation and occupational performance within the school environment.
- Consults with the school-based team to achieve student outcomes.
- Adapts and modifies the environment, including assistive technology and training instructional staff, to meet individual needs and to help students function as independently as possible.
- Educates student, educational personnel, and family to facilitate skills in areas of occupation as well as health maintenance and safety.
- Monitors and reassesses the effects of occupational therapy intervention and the need to continue, modify, or discontinue intervention.
- Documents occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services as appropriate.

Program Administration and Management

- Prioritizes and schedules work tasks independently.
- Manages inventory of therapeutic equipment and assessments, and projects needs for budget planning.
- Maintains clinical and administrative records in accordance with professional standards, state guidelines, and school system policy.
- Provides legal and ethical supervision of occupational therapy assistant assuming responsibility for the students served by assistant.
- Supervises non-occupational therapy support personnel.
- Adheres to federal and state legislation, regulation, and policies that affect occupational therapy practice.
- Reviews occupational therapy services for quality improvement and makes changes as needed to ensure quality of services.

Education

- Teaches, monitors, and collaborates with educational personnel, community agencies, parents, and students to increase understanding of the student's occupational performance.

- Provides continuing education and in-services for educational personnel, parents, and community based service providers.
- Provides fieldwork education and supervision for occupational therapy and occupational therapy assistant students.

Professional Growth and Ethics

- Participates in continuing education for professional development to ensure practice consistent with best practice and to meet N.C. Licensure requirements.
- Uses professional literature, evidence-based research, and continuing education content to make practice decisions.
- Uses professional Code of Ethics and standards of practice to guide ethical decision making in practice.

KNOWLEDGE, SKILLS AND ACTIVITIES

- ~~Thorough knowledge of the theory, principles and methods of occupational therapy.~~
- ~~Working knowledge of normal child development.~~
- ~~Working knowledge of general management practice.~~
- ~~Skill in adapting or designing equipment for individual needs.~~
- ~~Skill in administering treatment.~~
- ~~Ability to select and administer appropriate assessment and treatment activities.~~
- ~~Ability to plan, implement, administer and coordinate a physical therapy program.~~
- ~~Ability to plan, coordinate and conduct on the job training and continuing education for a variety of individuals.~~
- ~~Ability to communicate effectively orally and in writing.~~
- Knowledge of human development throughout the lifespan and integrates with students unique developmental status.
- Knowledge and appreciation of the influence of disabilities, socio-cultural and socioeconomic factors on student's ability to participate in occupations.
- Knowledge and use of occupational therapy theories, models of practice, principles, and evidence-based practice to guide intervention decisions.
- Knowledge of the federal, state, local legislation, regulations, policies and procedures that mandate and guide occupational therapy practice in schools.
- Ability to gather and assess outcomes program evaluation data and to use to modify services at the programmatic level.
- Ability to maintain current reporting, documentation, scheduling, and billing in accordance with professional standards, state and local guidelines, and reimbursement requirements.
- Ability to determine the need for an occupational therapy evaluation and to select and administer appropriate assessment tools to evaluate the student.
- Ability to interpret the evaluation data and write a comprehensive report that reflects strengths and barriers to student's participation and occupational performance.

- Ability to participate collaboratively with multi-disciplinary educational teams to develop IEPs to meet student needs.
- Ability to develop occupationally based intervention plans based on evaluation information.
- Ability to provide evidence-based occupational therapy intervention to improve student's performance, skills and participation.
- Ability to adapt and modify environments, equipment, and materials including assistive technology.
- Ability to plan, coordinate, and conduct continuing education for educational personnel, parents, and students.
- Ability to use professional literature, evidence-based research, and continuing education content to make practice decisions.
- Ability to provide legal and ethical supervision of occupational therapy assistants.
- Skill in effective oral and written communication.

SUGGESTED TRAINING AND EXPERIENCE

~~Graduation from a four year accredited program of occupational therapy and two years of experience or a master's degree in occupational therapy.~~

- Has successfully completed and graduated from an accredited occupational therapy professional program recognized by the National Board for Certification of Occupational Therapy (NBCOT) and has completed all fieldwork requirements.
- Two years of experience as an occupational therapist, preferably in school system or other pediatric practice setting.

SPECIAL REQUIREMENTS

~~License as an occupational therapist in North Carolina.~~

- Initial certification by the NBCOT.
- Current license by the North Carolina Board of Occupational Therapy.

POSITION: Physical Therapist

SALARY GRADE: 76 78

NATURE OF WORK

~~An employee in this class participates in the development, implementation and coordination of a physical therapy program to provide screening, evaluation and treatment of exceptional students. The employee receives medical directions as to the specific results to be achieved and then exercises discretion in determining the clinical procedure to follow. The employee is expected to resolve most problems that do not require additional medical diagnosis. Errors in treatment could cause serious harm to students and ensuing liability for the school system. The employee receives general direction from the Director of Exceptional Children with the results measured by the referring physician. Direct supervision may be exercised over support personnel.~~

The school physical therapist, as a member of the educational team, supports the education of students suspected of and/or diagnosed with disability in their least restrictive environment. The school physical therapist develops, implements and coordinates a physical therapy program within the local educational agency (LEA); providing screening, evaluation and intervention services. Skilled provision of physical therapy prevents injury (acute or chronic) of both students and educational staff. Working with students with disabilities and serious health impairments, the physical therapist is expected to analyze risk, problem solve effectively and demonstrate a high level of professional judgment when recommending and providing services, making environmental modifications and training staff to manage physical needs at an appropriate level of supervision. Direct supervision may be exercised over support personnel and must be provided to physical therapy assistants at least every 30 days. Consultation with educational and community personnel is also an essential component of the physical therapist's roles/responsibilities. The physical therapist, though working as a team member serving students, is autonomous in applying principles of physical therapy and responsible for working within the North Carolina Physical Therapy Practice Act, Family Educational Rights and Privacy Act (FERPA) and other legal mandates.

ILLUSTRATIVE EXAMPLES OF WORK

- ~~• Evaluates students using appropriate tests, clinical observation and supplementary information from other agencies and records.~~
- ~~• Develops individual treatment goals and activities.~~
- ~~• Administers treatment and evaluates its effect.~~
- ~~• Participates in the multi disciplinary meeting to develop Individual Education Plans.~~
- ~~• Instructs and monitors educational personnel, community agencies, and parents in the management of the therapy program.~~
- ~~• Coordinates the development and evaluation of a school wide physical therapy program.~~
- ~~• Participates in documenting material needs, developing policy and preparing budgets.~~
- ~~• Maintains clinical and administrative records in accordance with State guidelines and school policy.~~

- ~~Inventories equipment, materials and supplies.~~
- Adhere to professional, ethical and legal standards of practice
- Provide direct supervision of physical therapy assistants in accordance with North Carolina's Physical Therapy Practice Act (currently, at least every 30 days)
- Develop, implement and coordinate the physical therapy program within the LEA, including philosophy, vision, departmental procedures and goals
- Evaluate students using appropriate tests, skilled professional observation and supplementary information from other agencies and records
- Interpret assessment findings and appropriately convey information to parents and school teams
- Participate with the school team to develop Individualized Education Programs and Section 504 Plans
- Develop and implement intervention strategies
- Develop physical management plan for daily classroom routines and train staff in its safe implementation
- Plan for transition from school to community, preparing student to function independent from therapy service when targeted outcomes are achieved
- Evaluate and report on student progress
- Communicate and consult with school staff, parents, administrators, physicians, community and other professionals
- Serve as resource to parent, school team, staff and administration on disabling conditions and their effects on education
- Collaborate with community based therapists and other healthcare providers for effective coordination of service
- Assess need and recommend assistive technology necessary for function at school
- Contribute to planning safe transportation of students with disability
- Provide consultation regarding emergency evacuation of students with disability
- Participate with improving school accessibility and planning environmental modification
- Maintain student service, administrative and other departmental records in accordance with the Physical Therapy Practice Act as well as school district, State and Federal policies
- Participate in budget planning and policy development
- Document need and advocate for personnel and equipment
- Procure, maintain and inventory equipment, materials and supplies
- Seek regular opportunities for professional growth
- Provide clinical educational opportunities for students of physical therapy

KNOWLEDGE, SKILLS AND ABILITIES

- ~~Thorough knowledge of physical therapy principles, theory, methods and their proper application in the educational environment.~~
- ~~Working knowledge of normal child development.~~
- ~~Working knowledge of general management practices.~~
- ~~Skill in directly providing a wide range of treatment activities.~~
- ~~Ability to plan, implement, administer and coordinate a physical therapy program.~~

- ~~Ability to plan, coordinate and conduct on the job training and continuing education for a variety of individuals.~~
- ~~Ability to select and administer appropriate assessment and treatment methods.~~
- ~~Ability to communicate effectively orally and in writing.~~
- Knowledge of physical therapy principles, theory, methods and evidence based practice
- Knowledge of effective practice, clinical decision making, outcomes based intervention and their proper application in the educational environment
- Knowledge of areas of practice specific to pediatrics, including child development and specific diagnoses
- Knowledge of administrative management practices
- Ability to plan, implement, administer and coordinate a physical therapy program, from eligibility determination to exit, within an LEA
- Ability to select and administer appropriate assessment tools and interpret results of assessment
- Skill in selecting and providing a wide range of intervention strategies and monitoring their effectiveness
- Ability to plan, coordinate and provide training and continuing education both formally and informally to parents, school administration, school staff, community agencies, staff and other medical professionals
- Skill in effective oral and written communication
- Knowledge of current legal mandates, including: Federal and State law, compliance issues, confidentiality requirements, funding procedures and requirements
- Physical ability to execute job responsibilities that may include: transferring and/or lifting students or equipment, managing equipment

SUGGESTED TRAINING AND EXPERIENCE

~~Graduation from a four year accredited program of physical therapy and two years of experience or a master's degree in physical therapy.~~

- Two years of experience (preferably in pediatric practice)
- Participation in recent continuing education programs related to pediatrics or school based physical therapy

SPECIAL REQUIREMENTS

~~License as a physical therapist in North Carolina.~~

- Graduation from an accredited program of physical therapy
- Certification to practice in North Carolina as evidenced by current licensure as a physical therapist by the North Carolina Board of Physical Therapy Examiners

Position: Speech-Language Specialist

Reports To: Principal/Director of Exceptional Children/Superintendent

Purpose: To help students with special communicative needs to use the maximum communication possible.

Duties and Responsibilities:

• **Planning and Oversight**

The speech language specialist (pathologist) organizes the local program, cooperates with others to accomplish its goals, coordinates program services with other student services and maintains records in accordance with established rules, regulations and ethical standards.

• **Screening, Testing, Diagnosing and Advising**

The speech language specialist (pathologist) conducts screening and testing, obtains diagnostic information, analyzes information and makes recommendations regarding programs and services. The specialist supervises interns and other professionals, paraprofessionals and volunteers.

• **Developing Individual Education Programs**

The speech language specialist (pathologist) develops individual education programs.

• **Managing and Conducting Therapy**

The speech language specialist (pathologist) plans therapy and uses appropriate diagnostic tools and therapy techniques. The speech language specialist (pathologist) manages time, facilities and resources to facilitate delivery of services. Promotes effective interpersonal relations and engages in continuing professional growth activities.

• **Liaison**

The speech language specialist (pathologist) provides consultation, seeks assistance of others, uses related research and makes recommendations and referrals in the implementation of services.

Utilizing leadership, advocacy, and collaboration, school-based speech-language pathologists provide prevention, assessment, and remediation services for students who exhibit difficulties in the areas of language, speech, voice, and fluency. These services are designed to help children meet their educational goals.

Below are the major functions of the speech-language pathologist employed in educational environments. Each function is followed by related evidences. Because each work situation is different, it is not likely that all of the evidences will be demonstrated by all speech-language pathologists.

A. Major Function: Planning and Oversight

1. Organizes a program that addresses local school speech-language goals.

1.1. contributes to the development of program guidelines as appropriate

- 1.2. cooperates with local education agency, community and/or state programs to affect comprehensive services
2. **Works cooperatively with school personnel to accomplish the goals and objectives of the local education agency.**
 - 2.1. attends meetings, such as faculty meetings, special education meetings and parent-teacher conferences
 - 2.2. serves on committees, such as curriculum development committee, school-based committees, and/or speech-language program development meetings
 - 2.3. schedules interventions using a variety of service delivery models, including classroom intervention, consultation/collaboration and pull-out as appropriate to meet student needs in the least restrictive environment
 - 2.4. applies a systematic workload model to facilitate the organization of the speech-language program within the school
3. **Coordinates speech-language services with student services provided by other school personnel.**
 - 3.1. collaborates with school personnel, such as teachers and psychologists, to best meet the needs of all students
 - 3.2. meets with related school personnel to coordinate specific objectives for individualized educational programs
4. **Maintains records of the speech-language program and prepares periodic reports as required.**
 - 4.1. keeps data for program planning and decision making for students
 - 4.2. submits reports which meet local and state requirements
 - 4.3. maintains current files for use by authorized school personnel
 - 4.4. safeguards confidentiality of student records
 - 4.5. completes records for third party reimbursement accurately and in a timely manner as appropriate
5. **Adheres to established rules, regulations, laws and appropriate ethical standards.**
 - 5.1. provides services which hold the well-being of each student paramount
 - 5.2. guards against conflicts of professional interest
 - 5.3. demonstrates knowledge of federal, state and local rules, regulations and laws
 - 5.4. complies with established lines of authority within the parameters of professional standards

B. Major Function: Screening, Testing, Diagnosing and Advising

1. **Conducts speech, language and hearing screenings.**
 - 1.1. serves on student intervention team/Individualized Education Program (IEP) team as appropriate
 - 1.2. works with other professionals to carry out the screening process
 - 1.3. uses appropriate screening instruments
2. **Administers formal and informal (ongoing & curriculum-based) assessments.**
 - 2.1. observes students in educational environments
 - 2.2. selects appropriate assessments based on individual student needs
 - 2.3. administers tests according to acceptable procedures
3. **Obtains additional diagnostic information from appropriate persons and available records for speech-language purposes.**
 - 3.1. obtains pertinent case history
 - 3.2. obtains data from other professionals and parents

4. **Analyzes and interprets information to make recommendations regarding the need for speech-language services.**
 - 4.1. integrates data from a variety of assessment techniques and sources
 - 4.2. determines the effects of the student's impairment in regard to accessing the general curriculum
 - 4.3. presents and explains data to IEP Team
 - 4.4. prepares evaluation summary
5. **Provides appropriate information on an informal or formal basis regarding speech, language and hearing programs.**
 - 5.1. presents information to school personnel about language disorders as they relate to literacy and interactive communication skills
 - 5.2. presents information to school personnel about speech disorders (articulation, voice, fluency) and their impact on communication and learning
 - 5.3. provides information to parents and teachers about speech, language and hearing development
 - 5.4. provides information to school personnel, parents and non-school agencies about current procedures and program guidelines
 - 5.5. speaks to community organizations and allied professionals, conducts workshops and provides public information when appropriate
6. **Supervises undergraduate interns, paraprofessionals, volunteers and other professionals (as appropriate).**
 - 6.1. evaluates effectiveness of personnel assigned to the speech-language pathologist
 - 6.2. maintains records regarding personnel supervised
 - 6.3. cooperates with college/university training programs
 - 6.4. sponsors professionals during Clinical Fellowship Year

C. Major Function: Managing and Conducting Therapy

1. **Demonstrates knowledge and understanding of North Carolina Standard Course of Study in management of communicative disorders.**
2. **Collaborates/consults with classroom teachers in the management of speech-language disorders.**
3. **Plans evidence-based interventions appropriate for individual students and groups of students.**
 - 3.1. implements the service delivery model most appropriate to the students' degree of severity
 - 3.2. provides activities commensurate with students' interests and aptitudes
 - 3.3. modifies therapeutic instructional approaches and other functions from data gathered during therapy
 - 3.4. selects/implements evidence-based practices which support the goals and objectives of the speech, language and hearing program
4. **Uses evidence-based methods and techniques appropriate to stated objectives.**
 - 4.1. designs, selects and/or modifies special curricula/therapy content
 - 4.2. uses a variety of equipment, materials, devices and aids
 - 4.3. uses systematic and evidence-based intervention strategies to foster communicative competence
 - 4.4. provides feedback and reinforcement to students
5. **Manages the facilities, materials and equipment, including assistive technology, necessary to the delivery of services.**

- 5.1. requests adequate facilities, materials and equipment
- 5.2. uses and maintains facilities, materials and equipment in an optimal manner
- 5.3. arranges therapy environment to create optimum learning conditions
- 5.4. chooses therapy materials to meet the needs, age, cultural differences and interests of individual students
6. **Adjusts intervention strategies based upon student performance.**
 - 6.1. uses systematic procedures for review of student progress
 - 6.2. changes activities on basis of student progress
7. **Promotes effective interpersonal relations with students.**
 - 7.1. uses language appropriate to the listener
 - 7.2. maintains confidentiality of information received
 - 7.3. promotes respect for cultural differences
 - 7.4. encourages others to understand and respect those with disabilities

D. Major Function: Adhering to Local, State, Federal Regulations and Ethical Practices

1. **Completes procedural documentation appropriately.**
2. **Demonstrates knowledge and use of statewide testing procedures.**
3. **Abides by professional code of ethics.**
4. **Develops appropriate IEPs based on students' strengths & needs.**
5. **Demonstrates awareness of professional performance in due process matters and litigious environments.**
6. **Manages time efficiently.**
 - 6.1. submits to the appropriate person(s) and maintains schedule for speech-language screening, hearing screening, diagnostic assessments, therapy/instructional services and other activities
 - 6.2. provides and follows schedules for assigned schools and informs appropriate personnel of departures from schedule
 - 6.3. keeps an updated schedule of each student's therapy
 - 6.4. arranges travel time to maximize contact with students and to accomplish other duties
7. **Engages in continuing education and professional growth activities related to speech-language-hearing and education.**
 - 7.1. participates in professional meetings, symposia and workshops directly related to the speech-language-hearing profession
 - 7.2. reviews speech, language and hearing literature and makes use of new information during therapy and instructional procedures
 - 7.3. applies knowledge gained from continuing education activities
 - 7.4. explores and disseminates information about new and/or improved methods for serving students

E. Major Function: Liaison

1. **Provides consultation to parents, teacher and other appropriate school personnel.**
 - 1.1. consults with parents and teachers relative to identified and non-identified students
 - 1.2. consults with other personnel such as the principal, nurse, occupational therapist, physical therapist, psychologist, director of exceptional children, social worker, home-school coordinator, guidance counselor, other speech-language pathologists and special educators

2. **Seeks the assistance of teachers, parents and others to meet the communication needs of students.**
 - 2.1. gives written information to teachers, parents and others on ways to foster speech-language growth
 - 2.2. talks with teachers formally and informally about individual student's needs and progress
3. **Consults/communicates with non-school agencies to enhance services.**
 - 3.1. requests specific information on individual student's receiving services from non-school agencies (e.g., clinics, hospitals, physicians, health departments, day care centers, etc.) with signed release of information
 - 3.2. gathers general information about services offered by non-school agencies
 - 3.3. coordinates students' therapeutic service with those provided by non-school agencies by telephone, written communication and/or formal meetings
4. **Makes recommendations and referrals for audiological/medical and related services.**
 - 4.1. determines needs for referrals, collaborates and consults with audiologist regarding hearing services
 - 4.2. performs hearing screenings in a timely manner
 - 4.3. collaborates appropriately with other allied health professionals (e.g., physicians, therapists, etc.)

EXECUTIVE SUMMARY

Title: Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # QP-A-021
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other

Presenter(s): Dr. Kathy Sullivan (Senior Policy Analyst)

Description:

In April 2006 the Board adopted a policy to allow individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. In June, a similar policy was approved to allow colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

Resources:

No additional resources are requested.

Input Process:

The requests for exception and supporting documentation are reviewed by the appeals panel. In addition, the individual and the LEA/IHE seeking the exception are provided the opportunity to meet with the panel.

Stakeholders:

LEAs, teachers who have not been able to satisfy licensure requirements, prospective teachers who have not been able to satisfy Praxis I testing requirements

Timeline For Action:

Panel recommendations will be presented in closed session.

Recommendations:

It is recommended that the actions related to each request be approved.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3355

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Licensure

Policy ID Number: QP-A-021

Policy Title: Procedure for Seeking Exception from Licensure Requirements

Current Policy Date: 04/06/2006

Other Historical Information:

Previous Board Dates: 05/05/2005

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

The State Board of Education will consider requests for exceptions from licensure requirements in State Board Policy due to extenuating circumstances for individuals who: (1) following initial licensure, have not completed the course work required to maintain a license; OR (2) have not met other licensure requirements.

Exception from Required Course Work

A local board of education may apply to the State Board of Education for a one-year exception from licensure requirements for an individual who, due to extenuating circumstances, has not completed the course work required to maintain a license. The application must include:

1. A document, signed by the individual, which includes:
 - a. A description of the extenuating circumstances that the teacher claims prevented him or her from satisfying the requirements for licensure;
 - b. A request for an extension of his or her license for one additional year to complete the course work required to maintain a license; and
 - c. An acknowledgment that the teacher understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.

2. A document, signed by the North Carolina principal who most recently supervised the individual, which includes:
 - a. The dates the principal supervised the teacher;
 - b. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and
 - c. A statement that in the principal's opinion the teacher is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom; and
 - d. A copy of any of the individual's summative annual evaluations for the past three years.
3. A document, signed by the superintendent of the local school system, which includes:
 - a. A statement certifying that, based upon a review of the individual's and the principal's documentation and evidence, the superintendent believes the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom;
 - b. A list of the required course work that the applicant has completed;
 - c. A description of the efforts that the local school administrative unit has made to assist the teacher to complete the required course work;
 - d. A list of the required course work that the applicant must complete to qualify for a license;
 - e. A description of the efforts that the local school administrative unit will make to assist the teacher to complete the required course work during the next year of teaching; and
 - f. A statement that the superintendent believes that the applicant is likely to complete the required course work within the one-year extension.
4. A document, signed by the chair of the local board of education, which includes:
 - a. A certification that the local board of education has investigated the extenuating circumstances that the teacher claims prevented him or her from completing the required course work for a license without undue hardship;

- b. A statement that the local board of education is satisfied that the teacher's description of the circumstances is true;
- c. A statement that the local board of education is satisfied that, due to the extenuating circumstances, the teacher could not have completed the required course work for a license without undue hardship;
- d. A certification that the local board of education has approved the employment of the teacher for the next school year, subject only to the State Board of Education's decision to grant the requested one-year extension of the teacher's provisional license.

Exception from Other Licensure Requirements

A local board of education may apply to the State Board of Education for an exception from licensure requirements for an individual who has not fulfilled licensure requirements, other than course work, due to extenuating circumstances. The application must include:

1. A document, signed by the individual, which includes:
 - a. A list of the licensure requirements from which he or she is requesting an exception;
 - b. A description of the extenuating circumstances that the individual claims prevented him or her from fulfilling the licensure requirements; and
 - c. An acknowledgment that the individual understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.
2. If the individual is not currently employed in a North Carolina public school, the local board shall submit:
 - a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and
 - b. A copy of any teaching evaluations the individual received during the past three years.
3. If the individual is currently employed in a North Carolina public school, the local board shall submit:
 - a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students;

- b. A document, signed by the North Carolina principal who most recently supervised the individual, which includes:
 - i. The dates the principal supervised the teacher;
 - ii. A statement that in the principal's opinion the teacher is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom; and
 - iii. A copy of any teaching evaluations the individual received during the past three years.

- 4. A document, signed by the superintendent of the local school system, which includes:
 - a. A statement certifying that, based upon a review of the individual's and the principal's documentation and evidence, the superintendent believes the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom;
 - b. A description of the deficiencies that prevent the individual from meeting licensure requirements;
 - c. A description of any efforts that the local school system has made to assist the individual to complete the licensure requirements; and
 - d. The reasons the superintendent believes that the individual should be granted a license despite the failure to meet the licensure requirements.

- 5. A document, signed by the chair of the local board of education, which includes:
 - a. A certification that the local board of education has investigated the extenuating circumstances that the individual claims prevented him or her from completing the requirements for a license;
 - b. A statement that the local board of education is satisfied that the individual's description of the circumstances is true;
 - c. A statement that the local board of education is satisfied that, due to the extenuating circumstances, the individual could not have completed the requirements for a license without undue hardship;
 - d. A certification that the local board of education has approved the employment of the teacher for the next school year, subject only to the State Board of Education's decision to grant the individual a license.

Decision of the State Board of Education

Upon the recommendation of the Chair, the State Board of Education shall appoint two or more members of the Board and at least four professional educators to an Advisory Board on Requests for Exception from Teacher Licensing Requirements. From those individuals appointed to the Advisory Board, the Chair shall construct review panels consisting of no less than four professional educators and one member of the State Board of Education. The panels shall review those requests for exception from licensure assigned to them, evaluate the merits of the requests and submit to the State Board of Education recommendations to grant or deny the requests along with any other information the panels deem material.

Each review panel shall be chaired by a member of the State Board of Education. A panel may require the representatives of the local school administrative unit which submitted the application for exception as well as the individual in question to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of a request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception, provided an extension for course work will not extend the three-year time limit in which a lateral entry teacher must satisfy all course work and testing requirements for a continuing license.

Nothing herein is intended to permit exceptions from licensure requirements mandated by State or federal law.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Teacher Education

Policy ID Number: QP-B-009

Policy Title: Procedure for Seeking Exception from Teacher Education Program Praxis I Admission Requirements

Current Policy Date: June 1, 2006

Other Historical Information:

Previous Board Dates:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

An institution of higher education (IHE) may apply to the State Board of Education for an exception from PRAXIS I for an individual who, due to extenuating circumstances, has not been able to pass PRAXIS I. The application must include:

1. A document, signed by the individual, which includes:
 - a. Copies of the official scores for all the PRAXIS I tests that the individual has taken;
 - b. A description of the extenuating circumstances that the individual claims prevented him or her from passing PRAXIS I; and
 - c. An acknowledgment that the individual understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.
2. The dean of the school of education at the IHE shall submit:
 - a. Evidence that the individual has passed tests in reading, writing, and mathematics sufficient to demonstrate that the individual is qualified to successfully complete the teacher education program at the IHE and
 - b. A copy of the individual's official transcript at the IHE.

Decision of the State Board of Education

Requests for exceptions to teacher education program Praxis I admission requirements will be considered by the Advisory Board on Requests for Exception from Teacher Licensing Requirements. The panel may require the dean of the IHE that submitted the application for exception, as well as the individual seeking the exception, to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of the request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception.